



Implementation of Prediction Guide Method in Islamic Religious Education Learning

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Abstract

The Prediction Guide Method is a learning model designed to actively engage students from the beginning to the end of the learning process. By using this method, students are expected to be involved from the start of the session, maintain focus, and keep their attention while the teacher delivers the material. The steps in implementing this method begin with the formation of study groups by the teacher in the classroom. Through these groups, students can discuss and share their understanding of the material being taught. The key to the success of the Prediction Guide Method is creating an interactive and non-monotonous learning atmosphere. One common problem in traditional teaching methods is that they are often too rigid and static, which can cause students to quickly feel bored and lose motivation. However, by implementing the Prediction Guide Method, the teaching and learning process becomes more engaging and encourages active participation from all students. This method has a particularly significant impact on student engagement in Islamic Education. As a result, the implementation of this method not only makes students more active but also improves their comprehension and learning outcomes. Students can more easily remember and understand the material because they are directly involved in the learning process. Through this method, teachers can also better assess students' engagement and understanding, thereby enhancing the overall quality of learning.

Keywords: Implementation, Prediction Guide, Student Engagement

INTRODUCTION

Education is one of the main factors in the form of intelligent life of the nation. In order to be able to prepare their students and be able to face life in today's society, educators must be able to realize the intelligence of their students. In transferring religious knowledge to all students, planning, models or methods are needed in learning so that students can capture the learning and messages to be conveyed. One model of human development is knowing education. Education is continuous guidance, namely to develop human potential, especially intellectual potential. Because within the students there is already potential or talent. The role of an educator is to foster the talents that already exist within an educator. Then the talents that have developed can be utilized for the advancement of life today and in the future. Parents are the most important education, then schools through teachers. One form of learning that can develop the potential of students in the teaching and learning process is with the right method, one of which is the prediction quiz method.¹

One of the goals of education is through the teaching and learning process. Because that's where all students will interact and will gain various knowledge. Not only general knowledge but religious knowledge is given to the young generation today.



Religious knowledge is indeed very important to shape students into human beings with good morals and ethics, especially in an era like this.

The role of religious education is very important for students in an era like today. Religious education includes Aqidah, Al-Qur'an, Fiqh, and other religious education, fiqh learning is no less important than other religious learning. Fiqh is knowing, understanding and deepening the teachings of religion as a whole.

Learning is a process of changing activities and reactions to the environment. These changes cannot be called learning if they are caused by growth or circumstances, while someone is tired or under the influence of drugs. Basically, learning is a process of changing behavior following experience. The formation of this behavior includes changes in skills, habits, attitudes, knowledge, understanding, and appreciation. The definition of learning is an active process, namely the process of reacting to all situations that exist around the individual. Learning is a process that is directed at a goal, a process of doing through various experiences. Learning is the process of seeing, observing, understanding according to what is learned.²

Learning is an assistance provided by educators so that the process of acquiring knowledge and science, mastery of skills and habits, and the formation of attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well. The learning process is experienced throughout a person's life and can apply anywhere and anytime. The process of interaction between students and educators and learning resources in a learning environment.³ Educators need to learn and understand several learning methods, then practice them when teaching students. In the learning process, there needs to be an open, friendly and respectful atmosphere, and avoid a rigid learning atmosphere, full of tension and making students passive, unenthusiastic, and bored.⁴ Prediction Guide is a guessing lesson, or an active learning model of the Prediction Guide type is used to involve students in active learning, from the beginning to the end of learning. In this model, students are asked to express their views on the topic of the lesson from the beginning and then re-evaluate these views at the end of the lesson. The Prediction Guide model is a learning process with the aim of improving the teaching and learning process to be fun.

The Prediction Guide learning model is a model used to involve students in the learning process actively from start to finish. With this model, students are expected to be involved in learning from the beginning of the meeting and remain attentive when the teacher delivers the material. Activeness is an activity that can be physical or mental. Learning must go through various activities. Student activeness in learning activities is to emphasize understanding of the problems or everything they face in the learning process. Student learning activeness is an important basic element in success in learning. According to the Big Indonesian Dictionary, activeness comes from the basic word active which means active. Learning activeness is a process of teaching and learning activities whose subjects are intellectually and emotionally so that students are able to actively participate in carrying out learning activities. Thus, student learning activeness is a process of teaching and learning activities that requires students to be actively involved in the learning process and make student behavior better. Student learning activeness is observed when the learning process takes place in student activities. Activeness in learning physics lies in two aspects, namely active in acting (hands activity) and active thinking.

Students will be active when they can connect new knowledge with their initial

understanding. However, in its implementation connecting the two in physics learning is not easy. The purpose of physics learning is to develop students' knowledge, understanding, and analytical skills towards the environment and its surroundings. Learning that focuses on meeting these goals means learning that brings lessons in accordance with everyday circumstances. In the learning process, students are required to play an active role, one of which is in discovery activities, while teachers who initially act as learning resources switch functions to become facilitators of learning activities that guide students to solve problems faced in learning. Seeing the existing problems, innovation is very necessary in implementing the learning process. In this case, it is necessary to apply cooperative learning models. So that researchers and teachers agree to apply the prediction quiz method learning model.

METHOD

This study uses a qualitative approach to understand the phenomena experienced by the subjects, such as behavior, perception, motivation, and action. The goal is to gain a holistic, in-depth understanding, namely describing the phenomenon in the form of words and language related to a particular natural context. In this study, the author focuses on the legal aspects of pawning with a library research approach, which relies on relevant library sources to strengthen the theoretical framework related to the management of Islamic boarding schools, especially in the perspective of learning the prediction quiz method.

The first stage of this research is to collect data through searching and reviewing major theories and related literature. This library research aims to develop a strong theoretical foundation as a basis for further data analysis. In its analysis, descriptive-analytical techniques are used by first describing the data collected regarding the prediction quiz method learning. The data is then selected and sorted according to the needs to answer the focus of the research. This process is repeated carefully to ensure that the data obtained is relevant and in accordance with the research objectives.⁵

The final step in data analysis is to draw conclusions from the results of data mapping. This descriptive analysis technique not only describes the current condition of the subject or object of research, but also provides a factual picture based on existing information, so that researchers can produce accurate and structured findings. With this approach, research is expected to provide a significant contribution to understanding prediction guide method learning and improving the quality of learning in educational institutions.

DISCUSSION

Prediction Guide Method in Islamic Religious Education Learning

Method is a tool in the implementation of education, namely that used in delivering the material. Easy lesson materials are sometimes difficult to develop and difficult to accept by students, because the method or method used is not quite right. However, on the other hand, a difficult lesson will be easy to accept by students, because the delivery and method used are easy to understand, right and interesting.⁶

Method is a way used to implement a plan that has been prepared in real activities so that the goals that have been prepared are achieved optimally. Method is a step that helps realize the process of activities that are maximal, effective and efficient. In the

learning process, the role of the method is very much needed, namely as a subsystem that helps present active, creative learning and provokes students' interest in learning seriously.⁷ Learning methods are ways that can be used to implement learning strategies, for example lecture methods, discussions, demonstrations, questions and answers and so on.⁸

The learning method, the author can conclude that what is meant by the learning method is a way used to deliver learning materials to students using certain techniques according to the needs of students so that students are able to understand the material delivered. In the learning process there are also several learning models, including here is the prediction quiz model which consists of two words, namely prediction and quiz. Prediction is a forecast, estimate, or prediction. While quiz is a guidebook, guide, guide, guide, or guide.⁹

There are several methods in learning, including: first: The lecture method is a teaching approach in which the teacher verbally conveys knowledge to students. The teacher acts as the main source of information, while students listen and take notes. This method is suitable for delivering complex material or theoretical concepts. However, it is necessary to pay attention to variations in other teaching methods so that students are actively involved in the learning process. The group discussion method involves students in group discussions to discuss a particular topic. The teacher acts as a facilitator who guides and encourages active student participation. This method promotes critical thinking, collaboration, and active involvement of students in building understanding. The cooperative learning method involves students working in teams to complete tasks or projects together. Students support each other, share knowledge, and collaborate to achieve set goals. This method encourages teamwork, social skills, and interdependence between students. The project-based learning method involves students in completing real projects that are relevant to the learning material. Students act as active learners who apply their knowledge and skills in practical contexts. This method stimulates creativity, practical application, and problem solving. Technology-based learning methods utilize technological tools and applications to enhance the learning experience. This includes the use of educational software, multimedia presentations, simulations, or online learning platforms. This method facilitates access to wider, interactive resources and increases students' learning motivation.¹⁰

Prediction Guide is a learning strategy designed to actively engage students in the learning process from start to finish. At the beginning of the meeting, students are asked to make predictions or guess topics related to the material that will be presented by the teacher. The purpose of this activity is for students to feel curious and motivated to find out more, so that they are more ready to receive the information provided during the lesson.

During the learning process, this strategy encourages students to focus and pay attention to the teacher's explanation. By guessing the material that will be discussed, students become more interested in following the lesson because there is a sense of personal involvement that encourages them to pay closer attention. Students are also expected to not only listen, but also think critically about how their predictions compare to the teacher's explanation

To maximize student engagement, this strategy requires them to actively match the information presented by the teacher with their initial predictions. This encourages students to be actively involved in the learning process, as they must process the

information and evaluate their own predictions. This method is effective in maintaining students' attention, helping them understand the material better, and improving critical and reflective thinking skills.¹¹

The steps are as follows: 1) Divide the class into four groups, each group gets one of the following tasks: The questioner is tasked with making questions (at least two) related to the lesson material that has just been delivered, the Supporter is tasked with finding ideas that are agreed upon or considered useful from the lesson material that has just been delivered by providing reasons, the Opponent is tasked with finding ideas that are not agreed upon or considered useless from the lesson material that has just been delivered by providing reasons, the Example Giver: tasked with providing specific examples or applications of the lesson material that has just been delivered by providing reasons. 2) Delivering the lesson material using the lecture method; After finishing, give each group the opportunity to complete their task. Ask each group to present the results of their task. The above method can be verified if the number of children is large, create double groups, meaning there are two groups as questioners and so on in the other groups. Both groups can do the power of two process and can be started with individual assignments (minute paper), then do powers of two and snow balling Based on the explanation above, it can be concluded that active learning is an action taken by someone to add and deepen a knowledge seriously. Learning is also like exercise, the more often we do it, the better the results. The difference between learning and exercise lies in its sharpening, learning to sharpen the brain, while exercise to sharpen the physical. In learning, there are also many ways that can be done so that what we will learn really absorbs into our brains. Of course, there are many ways, so we have to be smart in choosing the right and appropriate way for us to apply when we study. Learning with a serious intention is an initial series that is done to start active learning. Because, with a serious intention, someone will concentrate on the lesson they are studying. The active learning method basically requires high discipline to do it so that the results obtained are optimal. There are quite a lot of ways that can be done so that our learning can be active.¹²

Prediction Guide is one of the effective learning methods to increase student engagement in the learning process. In the context of Islamic Religious Education, this method begins by asking students to make predictions about the topics that will be discussed in the lesson. For example, if the material to be taught is about "Obligatory Prayer," the teacher can ask students to guess what is included in the obligation of prayer. This prediction helps students prepare themselves mentally and emotionally to receive new information and builds a greater curiosity about the material to be taught. In addition, initial predictions give students the opportunity to connect their existing knowledge with the material to be learned.¹³

After students make predictions about the topic, the teacher then provides a more in-depth explanation of the material being studied. In learning about "Obligatory Prayer," the teacher can explain the pillars of prayer, the requirements for the validity of prayer, and the correct way to pray according to Islamic teachings. Explanations accompanied by practical examples or demonstrations can help students better understand the material being presented. In this case, the Prediction Guide method encourages students to focus more on the material being presented, because they are interested in verifying the truth of their predictions based on the teacher's explanation. Thus, learning becomes more interactive and interesting.¹⁴

During the learning process, students are asked to match their predictions with

the material provided by the teacher. For example, if a student predicts that only reading Al-Fatihah is a pillar of prayer, the teacher can guide the student to correct his prediction by explaining that in addition to reading Al-Fatihah, there are also other pillars such as bowing, prostrating, and sitting between two prostrations. This matching process teaches students to think critically and pay attention to important details in the learning material. Through this method, students are not only passive listeners, but also active in evaluating and deepening their understanding.

After the material is explained, the teacher can continue with a Questions and Answer or group discussion to ensure student understanding. In this discussion, students are given the opportunity to share opinions and ask questions about parts of the material that are not fully understood. The teacher can also ask students to reflect on their initial predictions and discuss whether their predictions are in accordance with the knowledge they have gained. This discussion provides space for students to correct misunderstandings and deepen their understanding of the Islamic Religious Education material, especially regarding obligatory prayers.¹⁵

The Prediction Guide method can also be applied in Islamic Religious Education learning in a contextual and relevant way. For example, in learning about "Zakat," teachers can ask students to predict who is entitled to receive zakat and why zakat is obligatory for Muslims. After the students' predictions are submitted, the teacher can continue by providing an explanation of the types of zakat, the requirements for zakat recipients, and the purpose of zakat in Islam. This process not only makes students active in making predictions, but also provides an opportunity for them to understand more deeply about the concepts of zakat and its application in everyday life.

After the material is discussed, the teacher can give assignments or practice questions that test students' understanding of the material. These assignments can be multiple-choice questions or essays that require students to refer back to the predictions they have made and explain how those predictions are in accordance or not with the information provided by the teacher. This approach helps students integrate the knowledge they have learned and tests how deeply they understand the Islamic Religious Education material.

The Prediction Guide method also provides benefits in improving students' critical thinking skills. By predicting and then matching those predictions with new knowledge, students are faced with a process of in-depth evaluation and reflection. This process helps them to better understand and remember the material they have learned. In the context of Islamic Religious Education, this is very important because students not only learn about religious theory, but also how to apply Islamic teachings in everyday life.

With proper implementation, Prediction Guide can be a very effective strategy in Islamic Religious Education learning. This method not only increases student engagement, but also helps them to understand the material in a deeper and more meaningful way. By facilitating the interaction between prior knowledge and new knowledge, Prediction Guide encourages students to think more critically and analytically, which can ultimately enrich their learning experience in Islamic Religious Education.¹⁶

CONCLUSION

Learning methods are important tools in delivering material that can affect the extent to which students understand the lesson. The use of appropriate methods, such as

the Prediction Guide method, is very important to ensure that even difficult material can be well received by students. By asking students to make predictions about the topic to be studied, they are more actively involved in learning, which encourages curiosity and increases their focus. This method helps students match prior knowledge with new information provided by the teacher, thereby deepening their understanding of the material. In addition, this strategy can also improve students' critical and reflective thinking skills. In the context of Islamic Religious Education, such as in the material of prayer or zakat, Prediction Guide not only makes learning more interactive, but also relevant to students' daily lives. Through this technique, students not only learn about religious theory, but also its application in practice. Therefore, the proper application of Prediction Guide can enrich students' learning experiences, making them more active, critical, and meaningful.

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